Item 8

Schools Forum
6th July 2015

Schools Funding Formula 2015/16 Deprivation Element - comparison to Statistical Neighbours

Introduction

1. This paper informs the Forum of the funding allocated by the Council via the deprivation element of the School's block funding formula in comparison to their statistical neighbours. It will also look at the 'gap' between the performance of disadvantaged children and non-disadvantaged children at Key Stage 2 and Key Stage 4. Again this will be with reference to statistical neighbours. This was in response to a request made by members at the School's Forum on 6th May following the presentation of the DfE Analysis of LA Funding Formulae 2015-16.

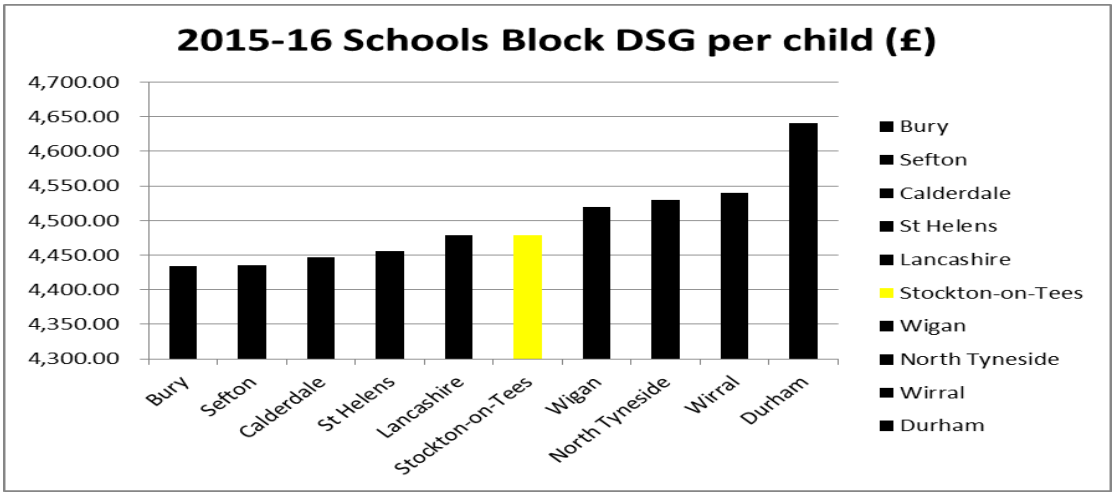
Statistical Neighbours

2. The relevant statistical neighbours are based on the "Children's Services Statistical Benchmarking Tool" published by the government. This model identifies a number of Local Authorities who have similar characteristics. A large number of variables are included in this model, some include; mean weekly pay, % of pupils known to be eligible for FSM, % of vehicles 3 years old or less, % of dependent children in one adult household and % of households owned outright or owned with mortgage.

Context – Schools Block DSG per Pupil

3. It is important to note that the Schools Block element of the Dedicated Schools Grant assigned to each Local Authority can vary a great deal. In theory, the more funding an LA receives, the more they have to distribute through the formula.

Graph 1



4. Graph 1 above shows the School's Block DSG per child allocated to Stockton and its statistical neighbours based on the settlement information received on 17th December 2014. Stockton received £4,479.04 per pupil, which is the 5th highest of this group. The statistical neighbours range from £4,433.88 per child to £4,640.88 per child.

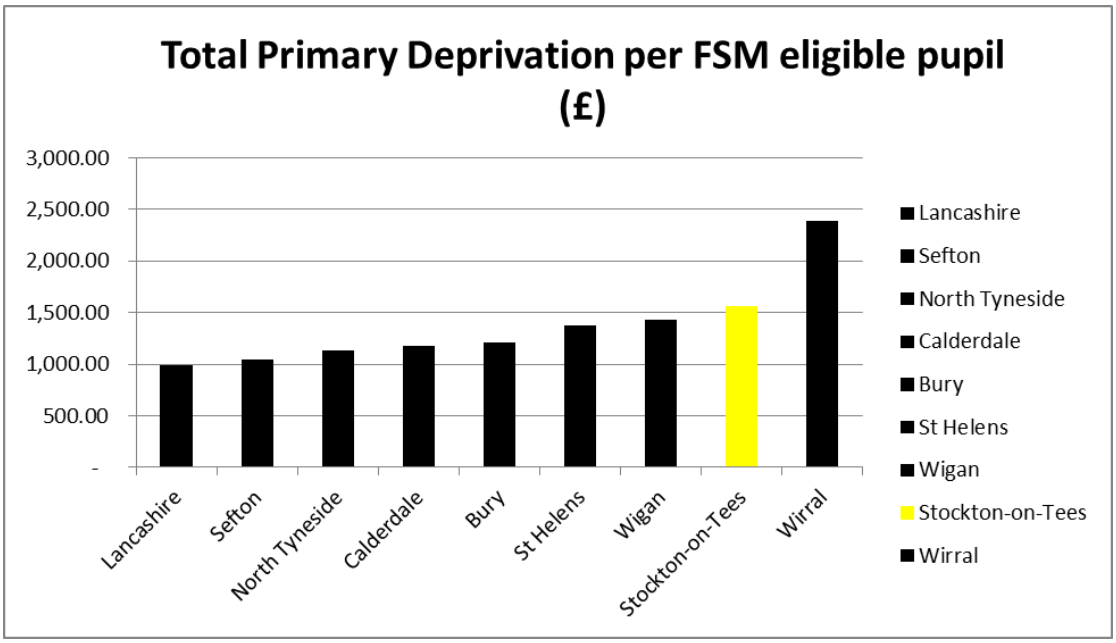
Deprivation Element

5. This is a mandatory factor which every local authority must use in their 2015-16 formula. Local authorities can distribute their deprivation funding using one or both of two indicators: children eligible for free school meals (FSM; which could be either straight FSM or Ever 6); or Income Deprivation Affecting Children Index (IDACI) data. As a result of the different permutations of deprivation indicator selections available for local authorities to use for this factor, it is not immediately straightforward to calculate per-pupil funding amounts on a comparable basis. For the purpose of this analysis, total funding allocated through the deprivation factors is divided by the number of FSM pupils, to obtain an estimate of the deprivation funding per FSM pupil, as below:

$$\text{Deprivation Funding per FSM pupil} = \frac{\text{(Total Deprivation funding in FSM+IDACI)}}{\text{Number of FSM pupils}}$$

6. Stockton use FSM ever6 as a factor to distribute the deprivation element of the formula and take no account of IDACI scores.

Graph 2

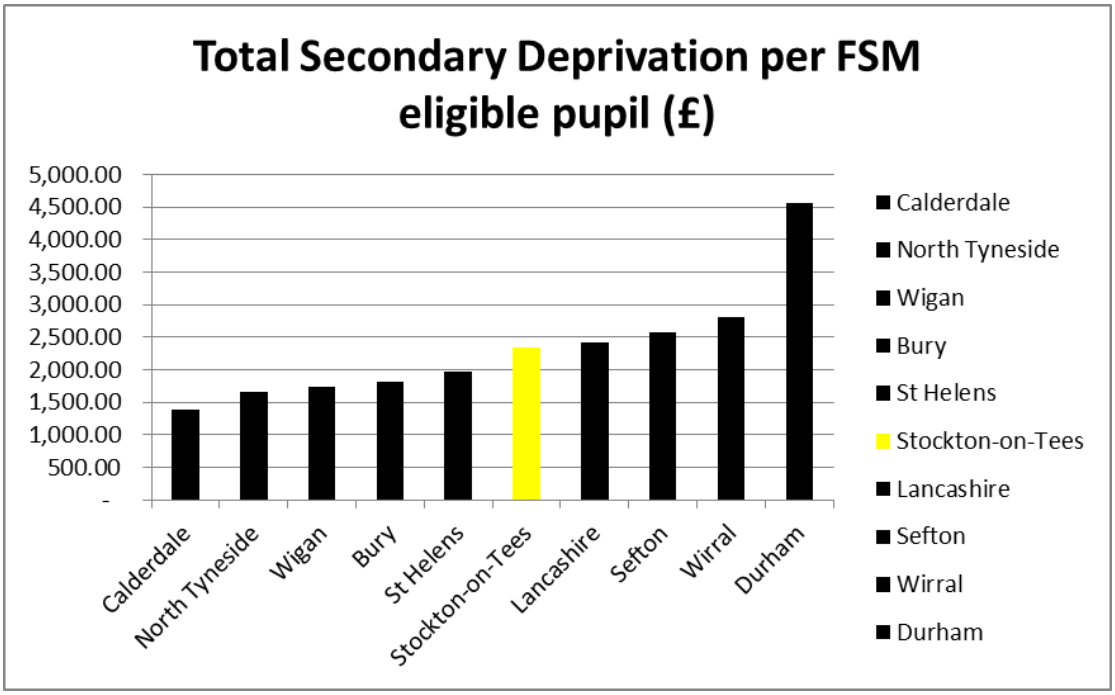


7. Graph 2 shows the amount of Primary School deprivation funding distributed per FSM eligible child based on the formula above. Stockton allocates the

second most per FSM eligible pupil with £1,565.44. The statistical neighbours range from £993.70 per pupil to £2,386.21 per pupil.

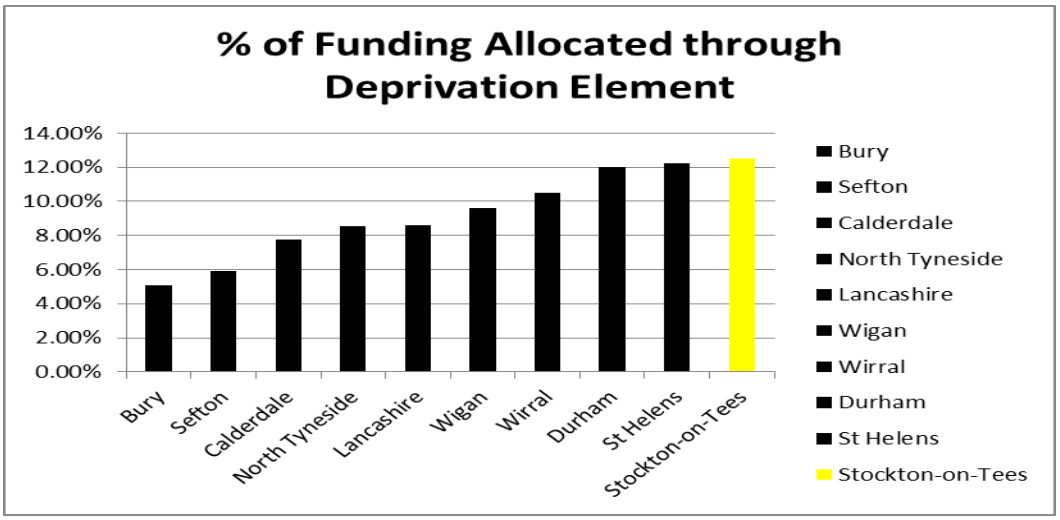
8. Durham are excluded from the Primary analysis as because they do not use FSM to allocate deprivation funding the number of eligible children is not readily available.

Graph 3



9. Graph 3 shows the amount of Secondary School deprivation funding distributed per FSM eligible child based on the formula above. Stockton allocates the fifth most per FSM eligible pupil with £2,331.65. The statistical neighbours range from £1,392.57 per pupil to £4,568.50 per pupil.

Graph 4



10. Graph 4 shows the proportion of schools block funding that each authority allocated through the deprivation element. Stockton allocate the highest proportion of this cohort with 12.54% being driven out by this factor. The statistical neighbours range from 5.1% to 12.26%.

Disadvantaged Children and the Performance Gap

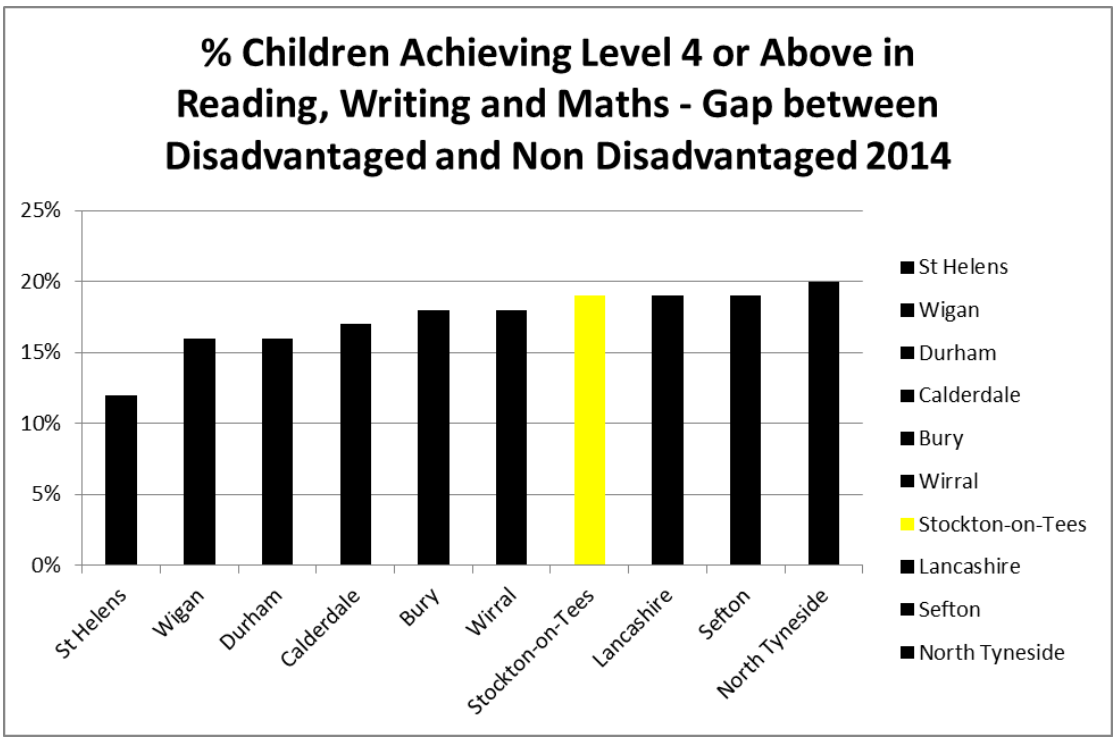
11. This next section will look at the performance of disadvantaged children against non-disadvantaged children at both KS 2 (Primary) and KS 4 (Secondary) and assess whether the gap has narrowed over the last couple of years. As well at looking at Stockton's performance in 2014 it will also consider Stockton's progress towards narrowing this 'gap' in relation to its statistical neighbours.

12. A disadvantaged child is classified as someone who qualifies to receive free school meals. The figures relating to Graphs 5-8 below are all derived from the DfE's website under "School and College performance tables".

Key Stage 2 Performance Gap

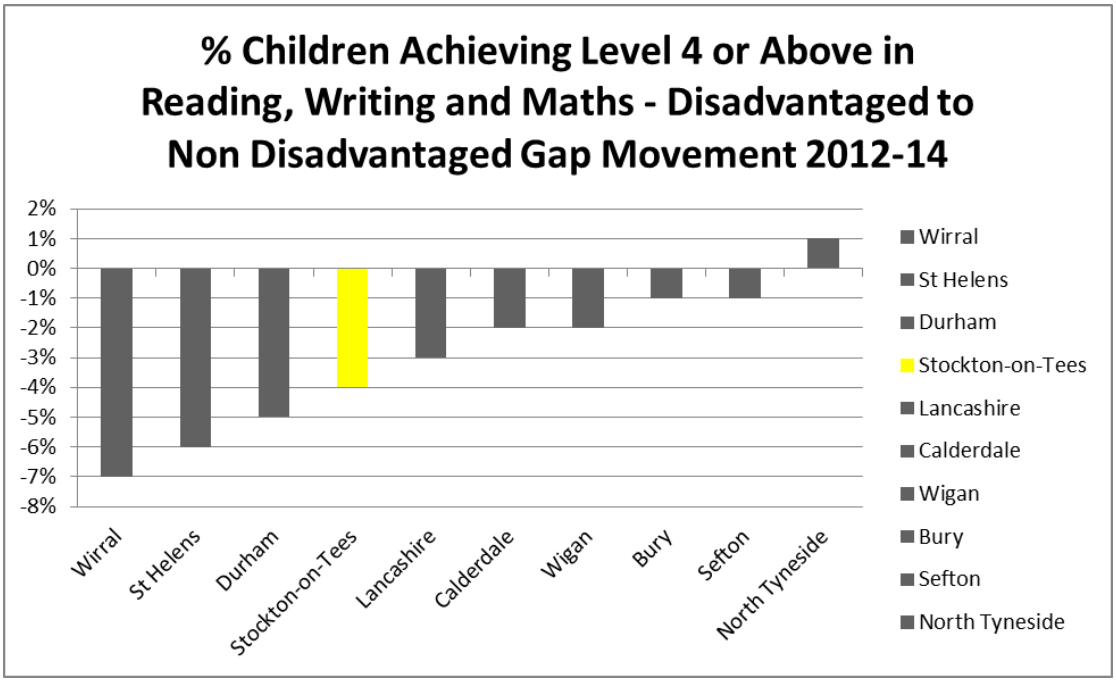
13. Key Stage 2 performance is measured based on the percentage of children achieving level 4 or above in reading, writing and maths on the Key Stage 2 assessments sat at the end of year 6. The performance gap is the difference between the percentage of disadvantaged children achieving the target and the percentage of non-disadvantaged children achieving the target. The idea being to (a) have this performance gap as small as possible and (b) to narrow it over time.

Graph 5



14. Graph 5 shows the performance gap between disadvantaged children and non-disadvantaged children based on the 2014 Key Stage 2 assessments. In Stockton Schools, 68% of disadvantaged children achieved level 4 or above in the 3 areas specified. In contrast 87% of non disadvantaged children achieved this target. This resulted in a performance gap of 19% (87%-68%). Stockton had the joint second highest performance gap, with its statistical neighbours ranging from 20% to just 12%.

Graph 6

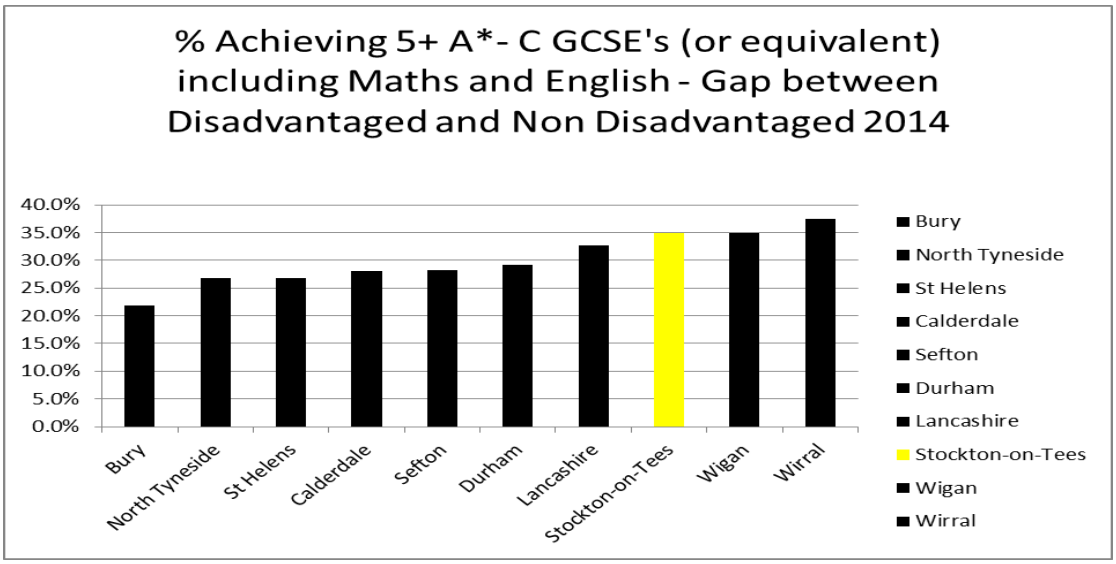


15. Graph 6 shows how the performance gap of Stockton and its statistical neighbours has changed from the 2012 assessmens to the 2014 assessments. In 2012 Stockton had a 'performance gap' of 23%. However this has reduced by 4% down to 19% in 2014. This leaves Stockton with the 4th largest reduction in percentage terms in the performance gap when taken alongside its statistical neighbours. These gaps range from 7% reduction to a 1% increase between 2012 to 2014.

Key Stage 4 Performance Gap

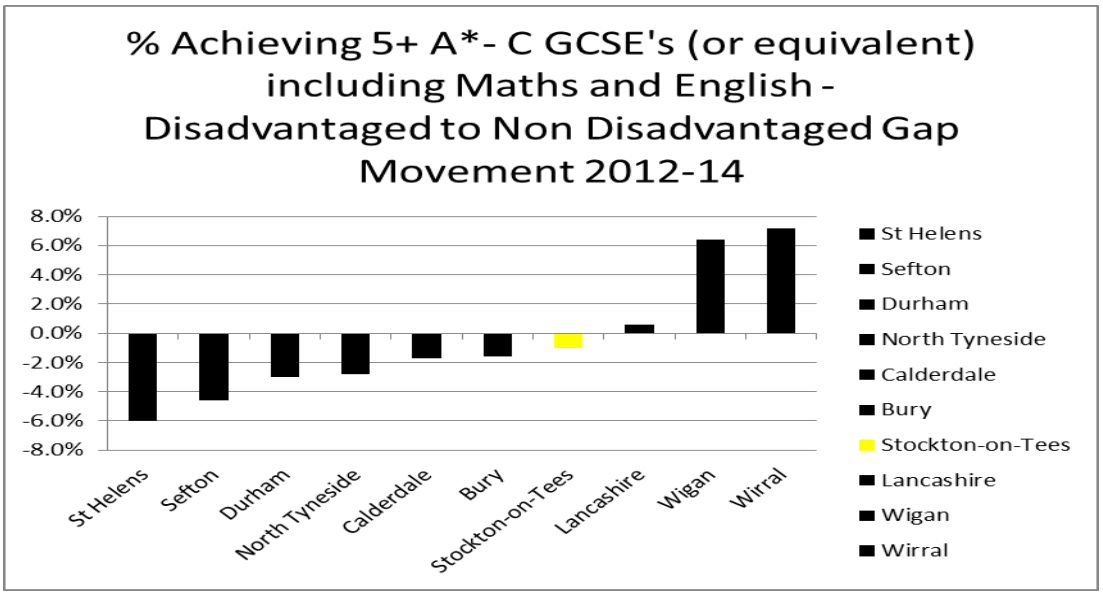
16. Key Stage 4 performance is measured based on the percentage of children achieving 5 or more GCSE's (or equivalent) including Maths and English. The performance gap is the difference between the percentage of disadvantaged children achieving the target and the percentage of non-disadvantaged children achieving the target. The idea being to (a) have this performance gap as small as possible and (b) to narrow it over time.

Graph 7



17. Graph 7 shows the performance gap between disadvantaged children and non-disadvantaged children based on the 2014 GCSE examinations. In Stockton Schools, 30.3% of disadvantaged children achieved 5+ A* - C GCSE's (Or equivalent). In contrast 65.2% of non disadvantaged children achieved this target. This resulted in a performance gap of 34.9% (65.2%-30.3%). Stockton's gap was the third highest, with its statistical neighbours ranging from 37.5% to 21.8%

Graph 8



18. Graph 8 shows how the performance gap of Stockton and its statistical neighbours has changed from the 2012 GCSE exams to the 2014 GCSE exams. In 2012 Stockton had a 'performance gap' of 35.9%. However this has reduced by 1% down to 34.9% in 2014. This leaves Stockton with the 7th largest reduction in percentage terms in the 'performance gap' when taken alongside its statistical neighbours. These gaps range from 6% reduction to a 7.2% increase between 2012 to 2014.

Recommendation

19. That the Schools Forum note the funding allocated based on the deprivation factor and the performance gap between disadvantaged and non disadvantaged children, both with reference to Stockton's statistical neighbours.

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